

**Ninth Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	9.L.1.1 Students are able to determine the effect of verbal cues on a message. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> describe the speaker's use of diction, syntax, tone, rate, pitch, and volume (for example: peer presentations, comedians, great speeches).
(Analysis)	9.L.1.2 Students are able to analyze how non-verbal communication can influence the credibility and interpretation of the message. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> determine the use and effect of eye contact, facial expression, gestures, and posture (for example: speeches by peers, guest speakers, talk shows, music videos, soap operas).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	9.L.2.1 Students are able to evaluate evidence in informational text. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> determine credibility, validity, and relevance of a message (for example: statistics, testimonies, anecdotes).
(Application)	9.L.2.2 Students are able to use note-taking techniques to record, synthesize, and retrieve information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> identify main ideas and transitions (for example: history lecture, guest speakers, political cartoons, famous speeches, news stories).

**Ninth Grade Listening and Viewing
Performance Descriptors**

Advanced	Ninth grade students performing at the advanced level: <ul style="list-style-type: none">• evaluate the effect of verbal cues on the message;• assess the influence of non-verbal communication on credibility and interpretation;• select note-taking techniques to record, synthesize, and retrieve information.
Proficient	Ninth grade students performing at the proficient level: <ul style="list-style-type: none">• determine the effect of verbal cues on the message;• determine the influence of non-verbal communication on credibility and interpretation;• use note-taking techniques to record, synthesize, and retrieve information.
Basic	Ninth grade students performing at the basic level: <ul style="list-style-type: none">• distinguish the verbal cues in a message;• recognize the influence of non-verbal communication on credibility and interpretation;• use note-taking techniques to record information.

**Ninth Grade Listening and Viewing
ELL Performance Descriptors**

Proficient	Ninth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • evaluate types of evidence in messages to determine credibility, validity, and relevance; • use note-taking techniques to record and retrieve information.
Intermediate	Ninth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use prepared notes for an interview or meeting and describe feelings and emotions after watching a movie; • indicate interests, opinions, or preferences related to class projects.
Basic	Ninth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • offer and respond to greetings, compliments, invitations, introductions, and farewells; • listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.
Emergent	Ninth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to a variety of speakers, including peers; • follow verbal directions to participate in various school activities; • recognize an increasing number of English phonemes through song and other spoken forms of English; • use computer programs to facilitate language learning; • observe language use and behaviors in different settings; • watch and imitate peers in order to stay on task.
Pre-emergent	Ninth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.

Tenth Grade Listening and Viewing Grade Standards, Supporting Skills and Examples

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	10.L.1. Students are able to ask appropriate, focused, and subject-related questions to interpret the intent of the communication. To meet this standard students may: <ul style="list-style-type: none"> examine the adequacy of details offered in support of an argument (for example: peer speeches, lectures).
(Comprehension)	10.L.1.2 Students are able to summarize what has been presented for clarification and understanding. To meet this standard students may: <ul style="list-style-type: none"> identify the main idea of a presentation (for example: political speech, content area lecture, song lyrics).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	10.L.2.1 Students are able to analyze the effectiveness of arguments used by various speakers. To meet this standard students may: <ul style="list-style-type: none"> identify the types of arguments used by speakers (for example: causation, analogy, authority, emotion, logic); describe and identify the use of language techniques (for example: labeling, ambiguity, vagueness, hedging, assigning arbitrary definitions, unsupported arguments).

**Tenth Grade Listening and Viewing
Performance Descriptors**

Advanced	Tenth grade students performing at the advanced level: <ul style="list-style-type: none">• ask appropriate, focused, and insightful questions to interpret the intent of the communication;• generalize what has been presented for clarification and understanding;• evaluate the effectiveness of arguments used by various speakers.
Proficient	Tenth grade students performing at the proficient level: <ul style="list-style-type: none">• ask appropriate, focused, and subject-related questions to interpret the intent of the communication;• summarize, restate, or paraphrase what has been presented for clarification and understanding;• analyze the effectiveness of arguments used by various speakers.
Basic	Tenth grade students performing at the basic level: <ul style="list-style-type: none">• ask subject-related questions to interpret the intent of the communication;• restate what has been presented for understanding.

**Tenth Grade Listening and Viewing
ELL Performance Descriptors**

Proficient	Tenth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> ask appropriate, focused, and subject-related questions to interpret the intent of the communication; summarize, restate, or paraphrase what has been presented for clarification and understanding.
Intermediate	Tenth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> distinguish between factual and fictional visual representations; demonstrate listening strategies to understand what is heard; participate in responsive reading.
Basic	Tenth grade ELL students performing at the basic level: <ul style="list-style-type: none"> compare and contrast media sources, such as book and film versions of a story; follow directions to complete a project; give appropriate feedback to a variety of speakers.
Emergent	Tenth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> listen attentively to a variety of speakers, including peers; follow verbal directions to participate in various school activities; recognize an increasing number of English phonemes through song and other spoken forms of English; use computer programs to facilitate language learning; observe language use and behaviors in different settings; watch and imitate peers in order to stay on task.
Pre-emergent	Tenth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> do not understand enough language to perform in English.

**Eleventh Grade Listening and Viewing
Grade Standards, Supporting Skills and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.L.1.1 Students are able to analyze the relationship of diction, tone, and syntax to purpose. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify the use of passive voice to conceal information and shift responsibility (for example: television ads, public service announcements, newscasts); • identify a speaker's diction as formal or informal; • determine the appropriateness of diction to the speaker's purpose (for example: plays, movies, news broadcasts, daily conversation).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>11.L.2.1 Students are able to compare strategies used by the media to inform, persuade, entertain, and transmit culture. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • draw conclusions about the effect of stereotypes in various media (for example: advertisements, use of visual representations, special effects, language); • construct relevant questions for increased comprehension and retention (for example: car ads, guest speakers).
(Analysis)	<p>11.L.2.2 Students are able to distinguish between various forms of logical and critical thinking used in persuasion/debate. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify reasoning as inductive or deductive (for example: debates, public service broadcasts); • identify faulty reasoning (for example: reasoning from analogies, reasoning solely from anecdotal evidence).

**Eleventh Grade Listening and Viewing
Performance Descriptors**

Advanced	Eleventh grade students performing at the advanced level: <ul style="list-style-type: none">• analyze the relationship of diction, tone, and syntax to purpose and context;• judge strategies used by the media to inform, persuade, entertain, and transmit culture;• critique various forms of logical and critical thinking used in persuasion/debate.
Proficient	Eleventh grade students performing at the proficient level: <ul style="list-style-type: none">• analyze the relationship of diction, tone, and syntax to purpose;• compare strategies used by the media to inform, persuade, entertain, and transmit culture;• distinguish between various forms of logical and critical thinking used in persuasion/debate.
Basic	Eleventh grade students performing at the basic level: <ul style="list-style-type: none">• recognize tone and purpose;• recognize strategies used by the media to inform, persuade, entertain, and transmit culture;• identify logical and illogical thinking used in persuasion/debate.

**Eleventh Grade Listening and Viewing
ELL Performance Descriptors**

Proficient	Eleventh grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • compare strategies used by the media to inform, persuade, entertain, and transmit culture; • draw conclusions about the effect of stereotypes in various media, such as advertisements; • participate actively in a cooperative learning group activity.
Intermediate	Eleventh grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • demonstrate comprehension of and appropriate listener response to an oral report, discussion, and/or interview; • paraphrase a teacher's directions/explanations for a peer; • use multimedia sources to support an argument.
Basic	Eleventh grade ELL students performing at the basic level: <ul style="list-style-type: none"> • participate in a panel discussion on an assigned topic; • take notes from an oral presentation or film; • view a video and write a summary.
Emergent	Eleventh grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to a variety of speakers, including peers; • follow verbal directions to participate in various school activities; • recognize an increasing number of English phonemes through song and other spoken forms of English; • listen to, watch, and respond to plays, films, stories, books, songs, poems, computer programs, newspapers, and magazines; • use computer programs to facilitate language learning; • observe language use and behaviors in different settings; • watch and imitate peers in order to stay on task.
Pre-emergent	Eleventh grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.

**Twelfth Grade Listening and Viewing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	12.L.1.1 Students are able to compare the use of rhetorical structure and diction to the purpose and context of the communication. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• analyze the use of parallelism and repetition for emphasis or emotional appeal (for example: Presidential addresses, sermons, campaign speeches);• analyze the impact of figurative language and imagery on the message (for example: advertisements, lyrics).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	12.L.2.1 Students are able to analyze the impact of the media on a society's belief systems and values. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• critique television/radio broadcasts and music for bias and stereotyping (for example: news coverage, sitcoms, commercials, talk shows, media influence on elections);• recognize that messages are altered by various techniques used to create aesthetic effects (for example: manipulation by visual imagery, special effects, and vivid language; political messages).

**Twelfth Grade Listening and Viewing
Performance Descriptors**

Advanced	Twelfth grade students performing at the advanced level: <ul style="list-style-type: none">• determine how rhetorical structure and diction reflect the purpose and context of the communication;• evaluate the impact of the media on a society's belief systems and values.
Proficient	Twelfth grade students performing at the proficient level: <ul style="list-style-type: none">• compare the use of rhetorical structure and diction to the purpose and context of the communication;• analyze the impact of the media on a society's belief systems and values.
Basic	Twelfth grade students performing at the basic level: <ul style="list-style-type: none">• identify the use of rhetorical structure;• recognize that the media have an impact on a society's belief systems and values.

**Twelfth Grade Listening and Viewing
ELL Performance Descriptors**

Proficient	Twelfth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • choose and use multiple forms of media to convey what has been learned; • evaluate media for credibility; • identify the main idea of a presentation.
Intermediate	Twelfth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • summarize key concepts of film or teacher presentation; • demonstrate comprehension through retelling or summarizing ideas following speaker's presentation; • interpret and explain a political cartoon, situation, comedy, idiom, or joke.
Basic	Twelfth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • recognize and respond to visual messages of humor, irony, and metaphor; • associate tone, volume, stress, and intonation with a character being portrayed; • evaluate media techniques and messages.
Emergent	Twelfth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to a variety of speakers, including peers; • follow verbal directions to participate in various school activities; • recognize an increasing number of English phonemes through song and other spoken forms of English; • listen to, watch, and respond to plays, films, stories, books, songs, poems, computer programs, newspapers, and magazines; • use computer programs to facilitate language learning; • observe language use and behaviors in different settings; • watch and imitate peers in order to stay on task.
Pre-emergent	Twelfth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.